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the most interesting part of the book is the chapter devoted to the "Participation of the People in the City Government." Professor Goodnow points out that it is possible for a large vote to be cast in the cities of the United States "by a more or less floating population which has no real or abiding interest in the affairs of the municipality." He shows that the feeling of neighborhood is stronger in the rural communities than in the city, that offices are much more numerous in the city, and that urban administration is more complex than that of a rural district. For these reasons the elective principle should not be indiscriminately applied in the choice of city officers but should be modified by an extensive employment of the appointing power. The author concludes this chapter with a review of the attempts which have been made to form distinct city parties in order to enlist the citizens in the cause of efficient government. He summarizes the results achieved by the Citizens' Union in New York and the Municipal Voters' League in Chicago, concluding that the principles adopted in both cases are in the main sound and are based upon the practical needs and conditions of the two cities.

Professor Goodnow's book will be found eminently readable and useful as a text. Its value in the latter respect might be enhanced by the addition of a selected bibliography.

JAMES T. YOUNG.

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Herrick, Cheesman A. *Meaning and Practice of Commercial Education.* Pp. xv, 378. Price, \$1.25. New York: Macmillan Company, 1904.

The author, who is the Director of the School of Commerce of the Philadelphia Central High School, has furnished much desirable information as to the status and value of commercial education in the world to-day. The work is a distinct service, because it gives us the first complete collection of facts and figures on the subject. The reading will prove with what judgment these have been selected, how clearly and succinctly expressed, and in what most logical and convincing manner they have been arranged.

Dr. Herrick's thesis is that "no *best* scheme of education can be devised either for all the people at any one time, or for a part of the people for all time." To put it in another way, we are a progressive and a composite society, and our educational needs demand a composite and progressive educational equipment. The forms of instruction which provide for classical, literary, scientific and industrial life work have become established and understood, and we are now getting a form "which both directly and indirectly prepares the future business man for his calling," and which will "raise commerce above mere commercialism."

Plainly and tersely we are shown the development and the progress which has been made in providing such courses of instruction in Germany, France and Belgium, Switzerland, Austria, England and the United States. The separate treatment of each is to be praised, for it provides a distinct concept for each and makes more ready the comparison with our American

efforts and the judgment as to the probable course of their further development.

Private, Secondary and Higher Commercial Education in America are treated in this order as to history, place and value. The details of the history of the private schools are given rather more fully than is necessary or due. The problems of curricula, relations to other branches of education, the manner of government and support are clearly summarized for each class. Of especial interest is the analysis of the ideals and the methods adopted for their attainment in the principal schools now established. To make complete the information there are added two appendices; the first dealing with statistics, curricula and illustrative examination questions of the various grades of schools; the second with a select bibliography of some three hundred and fifteen references.

The book reveals a most methodical search for and study of all the materials available in this country and Europe. The best has been culled, correlated and marshaled to the purpose of satisfactorily establishing the place and value of commercial education in the world to-day.

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Lydston, G. Frank, (M. D.). *Diseases of Society and Degeneracy.* Pp. ix, 626. Price, \$3.00 net. Philadelphia: J. B. Lippincott Co., 1904.

This is one of the most outspoken and frank discussions of social problems I have seen. Because of this and because of the very suggestive and interesting comments of the author it will repay careful study. Intended primarily for professional readers, it is nevertheless easily comprehended by the laity.

The style, although brilliant at times, is open to much criticism. It is verbose, often disconnected and rambling. The author often goes out of his way to make sarcastic flings which in nowise strengthen his argument and extravagant statements abound. There are many seeming contradictions. A more careful editing of the book would have removed many of these and given it greater force.

The author begins by a justified protest against existing primitive measures, but this first chapter on Social Pathology is rambling. In the second chapter on the principles of evolution one expects a clear discussion of the question whether acquired characters are inherited, as this has vast significance for one who seeks to improve conditions. This, however, is lacking, and the chapter is a jumble, with a large element of preaching. Here and elsewhere the careful reader must often ask whether or not social and physical heredity are not confused. Nor does the author cite evidence to justify his belief that acquired traits are transmitted. The biologists who have long hunted for *one* such case would simply have been grateful. Author says (86), "A degeneration of development from the average normal type is the fundamental cause of the majority of the multiform social acts included under the captions of vice and crime. This degeneracy may be